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ABSTRACT

The general problem addressed in this survey is the identification of the management training needs of day care center directors. A questionnaire was developed and mailed to 102 directors of full time, pre-school day care centers in Baltimore City. The directors' answers were tabulated and simple percentages were computed. Directors were asked to identify their major subjects of college study, previous work experience, and management training experience. It was found that most directors have had few opportunities to learn better management task skills. Directors were asked to identify support personnel who might appropriately perform certain management tasks. Their answers revealed that such personnel are lacking in both for-profit and non-profit church affiliated centers. Contrastingly, agency affiliated centers were apt to have such personnel available. The questionnaire included a list of 21 management tasks and asked directors to identify those which they performed. The median number of tasks performed was 15, or 71% of the total 21. Apparently, center directors assume major responsibility for management tasks. Finally, directors were asked to state their management training needs. A substantial number (71% and 63%) requested training in financial management and legal matters, respectively. Directors also expressed interest in the management of equipment and supplies, personnel management, and relationships with boards and agencies. (Author/RH)

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A SURVEY OF MANAGEMENT TASKS PERFORMED BY DAY CARE CENTER DIRECTORS

by

Barbara Dent

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A Survey of Management Tasks Performed by Day Care Center Directors

ABSTRACT

The general problem addressed in this survey is the identification of the management training needs of day care center directors. It is thought that many directors are poorly prepared for certain aspects of their jobs - especially those tasks which relate to business management.

The method utilized in the study was the development of a questionnaire which was mailed to 102 directors of full time pre-school day care centers in Baltimore City. Of those, 41 or 40% of the questionnaires were returned. The directors' answers were tabulated and simple percentages were computed.

Directors were asked to identify their major subjects of college study, previous work experience, and management training experience. It was found that few directors have had many opportunities to learn to better perform management tasks.

Another item on the questionnaire asked directors to identify support personnel (secretaries, bookeepers, assistant directors, etc.) who might appropriately perform certain management tasks. Those personnel were lacking in the for-profit centers and in the non-profit centers with church affiliations. Contrastingly, agency affiliated centers were apt to have such personnel available.

The questionnaire included a list of 21 management tasks and asked directors to identify those which they performed. The median number of tasks performed was 15, or 71% of the total 21. The author concluded that center directors usually have major responsibilities in this area.

Finally, directors were asked to state their management training needs. A substantial number (71% and 63%) requested training in financial management and legal matters, respectively. Also of interest to the directors were the management of equipment and supplies, personnel management, and relationships with boards and agencies.

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Chapter 1

THE PROBLEM AND ITS SETTING

The author's interest in the management problems encountered by child care center directors has grown over a 2½ year period during which she has served as the director of a day care center serving 30 pre-school children. In numerous conversations with other directors, she has discovered that not only are many problems encountered by most of her colleagues, but that there exists a general concern for the lack of training opportunities available in the Baltimore area specifically designed to meet the needs of center directors. Of particular concern is the lack of training for the business aspects of the director's responsibilities.

DAY CARE SERVICES

Need for Day Care

When discussing the need for day care services, authors have usually pointed to the number of pre-school aged children whose mothers are employed. For example, Irwin states that in 1975, 5.5 million American children under the age of 6 years had working mothers.[1] Evans, Shub,

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[1]D. Michelle Irwin, "Books for the Professional," rev. of Richard R. Ruopp and others, A Day Care Guide for Administrators, Teachers, and Parents (MIT Press), Day Care and Early Education, April, 1975, pp. 45-46.

and Weinstein point out that the first day care center in this country was founded in 1838, but go on to state that until recent years, large-scale day care programs were available only during times of war when women had to work.[2] After the wars, women were expected to return to their homes and care for their families.

During the past ten years, the women's movement has legitimatized the search of many women for fulfillment outside the traditional role of homemaker and mother. The economic circumstances of the country have necessitated that many women work - either as sole support for their families or as additional breadwinners. A resultant increase in the need for adequate child care services has occured.

Many other circumstances contribute to this need. Day care programs serve children who have a sick parent, who have a physical or emotional handicap, who need to socialize with peers, who are "at risk" (potentially or actually abused or neglected), or whose homes lack opportunities for intellectual development.

Growth of Day Care Services in Baltimore City

According to information provided by personnel from the Division of Child Day Care of the Baltimore City Health Department - the agency responsible for licensing all day

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[2] E. Belle Evans, Beth Shub, and Marlene Weinstein, Day Care - How to Plan, Develop, and Operate a Day Care Center (Boston: Beacon Press, 1971). p. x.

care facilities in Baltimore - a 1964 census revealed that there were 86 programs in the City providing either full or part time care for approximately 1500 children.[3] Just half of the programs served children on a full time basis. None of the programs received government funds.

In 1965, the first public funded program in the City - Agnes Bevan Park Day Care Center - opened for 42 children. At the time of this writing, 25 centers supported by government monies are serving over 1300 City children. Additionally, 24 centers serve 710 children whose fees are paid (partially or in full) by government funds.

In total, there are now 149 licensed centers serving 6,543 children in Baltimore. Of these, 29 serve 1,252 children on a part time basis (nursery schools), 8 centers serving 370 children are for school age children (6 - 12 years), and 4 centers serve 190 handicapped children. Therefore, 106 centers serve 4,731 pre-school aged children on a full time basis.

Health Department personnel state, however, that these figures do not give a true picture of the number of children served by centers over the years. They claim that many centers have ceased operations.[4] No figures are readily available as to the actual number of centers which

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[3]Statement by Marion Persons, former Chief of the Division of Child Day Care, telephone interview, May 8, 1978.

[4]Statement by Brenda Coakley, Chief of the Division of Child Day Care, telephone interview, May 10, 1978.

have closed. One might assume that many centers closed as the result of poor management.

Cost of Day Care

Day care for young children is expensive. In 1970-71, Roupp found that cost for care ranged from $1,200 to $4,000 per child per year.[5] Considering the rate of inflation since then, one might conservatively estimate that the current cost of care averages $2,000 per year per child, or $9,462,000 per year for the 4,731 pre-school children enrolled in full time centers in Baltimore City.

Desirability of Sound Management of Day Care Centers

Sound business management would accrue many benefits to a day care program. Certainly, with the substantial cost of care as indicated above, means by which a program could be operated in a more cost-effective manner could mean savings to the consumer or taxpayer. Meaningful planning (both short and long term) requires good management. Teaching and other staff members would benefit by knowing that equipment and supplies would be available and in good repair when needed. Paid staff would also be more secure in centers which practice sound personnel policies. A program that is well-administered would have an enhanced image in

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[5]Richard Ruopp and others, A Day Care Guide for Administrators, Teachers, and Parents (Cambridge: MIT Press, 1973) p. 113.

the community and could utilize community resources more effectively. Those who would benefit the most would hopefully be the children and their families as the quality of care could also be enhanced. Seemingly, good administrative practices would benefit all involved in a given program.

PROBLEM

The specific problem addressed in this study is the determination of the training needs of day care center directors particularly as concerns the business aspects of their responsibilities.

This determination is made in two ways:

1. by asking directors to identify those business management tasks which they actually perform, and;

2. by asking directors to identify those business management areas in which they would like to receive training.

Assumptions

The author assumes that directors have had little training to prepare them for the myriad of management tasks which they must perform. This assumption has been strengthened by numerous conversations with directors and by authors such as Stevens and King who have said that "few early childhood administrators have received systematic training in the business side of early education."[6]

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[6]Joseph H. Stevens, Jr. and Edith W. King, Administering Early Childhood Education Programs (Boston: Little, Brown, and Co., 1976) p. 275.

Other assumptions made by the author are that the previous work experiences of the directors have probably not provided training for many of the management tasks, that many centers lack support personnel who have training to perform the tasks, and that directors themselves are required to assume or share responsibility for a large number of such tasks.

The final assumption made by the author is that directors would like to have the opportunity to be trained in this area of business.

Practical Outcomes

It is the hope of the author that the information compiled will have an impact on plans for the training of center directors in this region. Colleges and universities may establish courses to meet the needs and interests of the directors. Private organizations such as the Maryland Committee for Children and the fledgling Maryland Association of Child Development Directors may also provide specialized training.

Limitations

One fact which limited the overall results and conclusions was that 60% of the directors did not return their questionnaire. The author recognizes that follow-up contacts, as originally planned, would probably have decreased that high percentage. However, such contact would have been made during normal working hours and turned out to be impossible.

Of particular concern is the poor rate of return by two groups of centers. Only 15% of the for-profit centers and only 32% of the non-profit, church related centers returned questionnaires. This contrasts with return rates of 63% and 79% from non-profit agency affiliated and independent centers, respectively. The author assumes that, particularly in the case of for-profit centers, the directors are less accustomed to revealing information on their operations.

Nevertheless, a return rate of 40% is thought to be substantial enough to give credence to the overall results.

Chapter 2

REVIEW OF THE RELATED LITERATURE

The library search for literature in the field of day care administration was a very frustrating one for the author. She was particularly impressed with the lack of printed material. Index after index failed to reveal literature which would be useful.

It should be noted that practically every printed source is cited in this review. Compared to other areas of educational administration, day care administration has received little attention indeed.

INFORMAL SURVEY

In the Spring of 1977, a group of relatively new day care center directors began meeting with personnel of the Division of Child Day Care of the Baltimore City Health Department. The need for training for directors was commonly expressed by those in attendance. As the group made plans for specialized training, this author conducted an informal survey of all center directors in Baltimore.[1] A brief questionnaire and explanatory letter were sent to

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[1]See Appendix

approximately 140 center directors. Thirty-eight responses were received.

Of the 38 respondents, 31 were indeed interested in training in the area of management. Of particular interest (determined by 16 or more favorable responses) were the topics of financial management, budgeting, personnel management, and insurance and legalities. This information gave credence to the concerns of the group, and a seminar in day care administration was conducted by Cynthia Jones, a member of the faculty of Trinity College in Washington, D.C., in November of 1977. Ms. Jones included topics from the questionnaire during the 2 day seminar. Other important topics were discussed and the attention given to any one was limited. Nonetheless, the questionnaire and subsequent introduction to the field of management served to increase this author's interest in the topic.

DESCRIPTIONS OF THE JOB OF DAY CARE CENTER DIRECTOR

General Descriptions

Several authors have attempted to describe the complexity of the job of day care center director. Boguslawski has stated that an individual who can run a good day care center and give all component parts the appropriate amount of attention, is capable of being president of the United States![2] According to Axelrod,

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[2]Dorothy Beers Boguslawski, Guide for Establishing and Operating Day Care Centers for Young Children (New York: Child Welfare League of America, 1966), p. 45.

in order to do a good job of directing a day care program, one must possess the skills of a teacher, community organizer, and business manager.[3] A publication of the Migrant Opportunities Program has described the director of a child day care center as one who "is expected to be all things to all people," and

> is expected to be a business manager, a personnel manager, a nutrition expert, an educator, a public relations expert, a buyer, a social worker, a nurse, and a psychologist or at least to have sufficient knowledge of these fields to recognize needs, to render partial assistance, and to know where and how expert help may be obtained.[4]

To further document the complexity of a director's position, Hewes has given us a glimpse of a typical administrative day:

> Work with staff to set up daily learning environment.
> Give positive reassurance to new teacher concerning science table.
> Greet children and parents, watching for evidence of problems.
> State and interpret an operating policy for an irate parent.
> Prepare a monthly financial report for the board of directors.
> Outline a tentative agenda for weekly staff meeting.
> Pull information from file at request of local pediatrician.
> Confer with concerned parent regarding her divorce.
> Go over next week's menu with the cook.
> Analyze a staff problem related to work load distribution.
> Schedule observation trip of junior high homemaking students.[5]

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[3]Pearl G. Axelrod and Natalie Trager, "Directing a Day Care Center," Children Today, (November-December, 1972), p. 29.

[4]Migrant Opportunities Program, "A Guide for Managers of Child Care Agencies,"(Phoenix, Arizona; 1969). (Mimeographed).

[5]Dorothy Hewes and Barbara Hartman, Early Childhood Education: A Workbook for Administrators, (San Francisco: R and E Associates, 1974), p. 19.

Detailed Descriptions

More detailed descriptions of the director's job have been presented by several authors.[6]

Boguslawski's description has emphasized the relationship of the director to the board. She clearly states, for example, that the director has responsibility for adherence to personnel policies which have been set by the board. Additionally, Boguslawski has indicated professional and personal qualifications for a center director.[7]

In a similar fashion, Roupp and others have presented tasks performed by center directors and anecdotal descriptions of some directors. They have also conducted a study of how directors spend their time, both in terms of the area of responsibility (teaching, administrative duties, agency linkages, etc.) and just what they are doing (meeting with groups, on the telephone, doing paperwork, etc.).[8]

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[6]E. Belle Evans, Beth Shub, and Marlene Weinstein, Day Care - How to Plan, Develop, and Operate a Day Care Center, (Boston: Beacon Press, 1971), pp. 23 - 25; see also Celia Anita Decker and John R. Decker, Planning and Administering Early Childhood Programs, (Columbus, Ohio: Merrill, 1976), p. 44; see also Malcolm S. Host and Pearl B. Heller, Child Development - Day Care. Vol. 7, Administration, (Washington: U.S. Government Printing Office, 1971), pp. 39 - 40.

[7]Boguslawski, pp. 45 - 48.

[8]Richard Roupp and others, A Day-Care Guide for Administrators, Teachers, and Parents, (Cambridge; MIT Press, 1973), pp.24 - 37.

The Minnesota Higher Education Coordinating Commission has identified 16 administrative competencies for early education program directors.[9] The competencies listed include the establishment and maintenance of a record keeping system, the planning of budgets and collection of fees, and dealing with the board of directors.

Rose and White have developed a similar list of 13 competencies for administrators of child care programs.[10] Their work (a comprehensive competency based training program for child care staff) further outlines 55 specific training activities geared to the 13 competencies. Included in their list of competencies have been items regarding personnel management, business practices, and upkeep of facilities.

Texas Day Care Study

Perhaps the most extensive occupational analysis of child care personnel was conducted in Texas by the Division of Occupational Research and Development of the Texas Education Agency and the University of Texas at San Antonio.[11] Approximately 700 representatives from the various occupational groups found in child care centers

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[9]Judith Wolf, "Training Administrators in Early Education" (paper presented to the American Educational Research Association, New York, April, 1977), p. 9.

[10]Irene B. Rose and Mary E. White, Child Care and Development Occupations - Competency Based Teaching Modules, (Washington; U.S. Government Printing Office, 1974), p. 23-5.

[11]Texas University, San Antonio, "Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record" (project report, San Antonio, February, 1976).

were asked to rate 162 tasks. The listing included items such as plan budgets, open center in morning, schedule swimming instruction, plan science activities, and schedule inspections. The tasks were grouped in 9 broad categories.

The purpose of the Texas study was to plan for training of center personnel which would be relevant to the actual jobs performed by them. In addition, it was hoped that appropriate career ladders would be developed.

Tasks were rated according to the time spent performing them, the consequences of inadequate performance, the task learning difficulty, and its training priority. A tabulation was made of the percentage of respondents performing the task, and the average percentage of time spent on it.[12]

Analysis of the data revealed 5 different administrative job descriptions. Variations in the cluster groupings depended on the size and type of center and whether the administrator also had teaching responsibilities. Of the 5 administrative job descriptions, 1 was designated as a social service specialist, and the remaining 4 as more purely administrative.

A DILEMMA FOR THE PROFESSION

The earliest found referance to the special training needs of day care center directors was from 1969. In February of that year, the Day Care and Child Development

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[12]Texas University, San Antonio, p. 2.

Council of America held a conference on the topic.[13] Approximately 20 representatives from various disciplines met for a day.

The sometimes-heated discussion addressed the complexity of the director's job and that it was a combination of the roles of educator and manager. Some participants feared that efficient administration might not be compatible with the goals of early childhood education. In other words, they felt that the human element might be sacrificed. The group discussed whether administrators as such should be trained, or whether early childhood educators should be trained to administer.

The participants were clear about the differences between the jobs of directors of small, isolated centers and those which are a part of a group of centers with centralized management. The final recommendation of the conference was that "good" centers should be selected, an analysis of the directors' jobs should be made, and tasks should be rated for training priority.

Wolf also spoke to the issue of early childhood education goals versus administrative efficiency. She stated that the Minnesota study indicated:

> that necessary skills centered in the areas of educational administration and child development as well as early education to meet the programming needs of both planning for a young child and directing an educational program.[14]

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[13]Day Care and Child Development Council of America, "Gould Foundation Conference on Training of Day Care Administrators" (Conference Report, New York, February, 1969).

[14]Wolf, p. 3.

Finally, Stevens and King expressed their concern and stated that "the administrator will have to balance effectively the roles of educator and business manager."[15]

NEED FOR TRAINING EXPRESSED

The need for specialized training for day care center directors has recently been recognized. Several authors have attempted to explain the situation. In his "Letters to a Day Care Director" Levine has stated:

> Head Teachers or social workers are often moved "up" to the director's position, but in few instances have their line experiences prepared them for the role of executive director.[16]

He has gone on to mention that only a few schools in the country offer training to administer child care programs.

In her review of A Day Care Guide for Administrators, Teachers, and Parents, Irwin has addressed the same set of circumstances:

> Most day care administrators have had no specific training for their positions but have moved up through the teaching ranks to managerial positions. Budgets, staffing, insurance, supplementary services and the endless barrage of reports and forms are tasks that many have to bootstrap. Some have done their jobs well, others are barely holding on by their fingernails. While teaching materials abound, the administrator is often left with little but intuition and a pencil sharpener.[17]

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[15] Joseph H. Stevens, Jr. and Edith W. King, Administering Early Childhood Education Programs, (Boston: Little, Brown and Co., 1976), p. 303.

[16] James Levine, "Letters to a Day Care Director," Day Care and Early Education, (January, 1974), p. 5.

[17] D. Michelle Irwin, "Books for the Professional," rev. of Richard R. Roupp and others, A Day Care Guide for Administrators, Teachers, and Parents (MIT Press), Day Care and Early Education, April, 1975, p. 46.

Studies conducted in Minnesota have substantiated the need for specialized training. From a study of the position descriptions of early education administrators, Wolf has learned that directors repeatedly claimed that they did not possess the competencies needed for their jobs, and that they did not know where to go to obtain them. A study sponsored by the Minnesota Higher Education Coordinating Commission supported this lack of administrative competencies.[18] Expanding on the Minnesota situation, Wolf has gone on to state that "creative training systems are needed nationally to create and support leadership in the field."[19]

Two other surveys of day care center directors pointed to the same need for training. In planning the day care administration course at the University of Michigan, Axelrod and Trager's questionnaire revealed that the most persistent problems for directors were funding, licensing, staffing, financial support, and management.[20] An open ended response letter survey conducted by the University Extension service of the University of Wisconsin cited many of these same concerns.[21]

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[18]Wolf, p. 4.

[19]Wolf, p. 5.

[20]Pearl G. Axelrod and Natalie Trager, "Directing a Day Care Center," Children Today, (November-December, 1972), p. 30.

[21]Wisconsin University, Madison, University Extension, "Day Care Administration Training Project: Final Report," (project report, Madison, June, 1973), p. 26.

Chapter 3

METHODOLOGY

METHODOLOGICAL APPROACH

This researcher conducted a descriptive study of the management tasks performed by day care center directors. A questionnaire was the instrument used to collect the data.

Population

The population for the study consisted of the directors of the licensed full time day care centers in Baltimore City which serve pre-school aged children. The list of centers and directors was obtained from the Division of Child Day Care of the Baltimore City Health Department which is the local licensing agency. At the time of distribution of the questionnaire, there were 106 such centers, but only 102 center directors as some had responsibility for more than one center. The results of the study were tabulated from the 41 returned questionnaires, or 40% of the potential number.

The population was chosen as it represented a substantial yet manageable number. Many of the directors were known to the researcher through professional contacts and organizations. It was further hoped that directors in Baltimore would be responsive to a survey which may improve

training opportunities in this region.

Questionnaire

The questionnaire is located in the Appendix[1].

The questionnaire was originally drafted by the author as part of a research proposal submitted for the "Introduction to Educational Research" course at Towson State University. It represented a compilation of management tasks mentioned in the literature as being performed by day care center directors. Another source for items on the questionnaire was a review of job descriptions for center directors. The draft copy was then reviewed by three other day care center directors who made further suggestions.

More recently a conference was held with the professor for the"Seminar in Early Childhood Education". Further refinements were suggested and incorporated into the questionnaire.

Distribution

The questionnaire was mailed to center directors along with a cover letter[2]. A self-addressed stamped envelope was included for the return of the questionnaire. Whenever possible, the researcher mentioned the questionnaire to directors and requested their cooperation.

Retrieval of Questionnaires

Each respondent was asked to identify his/her center. Only one respondent neglected to do so. Whemas

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[1]See Appendix B

[2]See Appendix C

it was the original intention of the researcher to make follow-up contacts with those directors who did not return their questionnaire within 2 weeks, she was regretfully unable to do so.

Tabulation of Data

The responses to each item on the questionnaire were tabulated by the author. Where it was thought to be enlightening or useful, simple percentages of results were computed. No further statistical techniques were employed.

The results are presented in 11 Tables in Chapter 4. The reader who is interested in more detail as to who besides the director is likely to perform management tasks at day care centers is referred to the Appendix[3].

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[3]See Appendix D

Chapter 4

RESULTS OF THE QUESTIONNAIRE

RETURNED QUESTIONNAIRES

At the time the questionnaire was mailed, there were 106 full-time, pre-school day care centers in Baltimore City. However, some center directors were responsible for more than one center. Therefore, 102 questionnaires were actually mailed.

The total number of returned questionnaires was 41, or 40% of the total mailed. Sixty-one directors, or 60% of the total did not return their questionnaires.

Table 1 presents more information on the return rate of questionnaires based on four types of center organization.

Table 1
Return Rate Based on Center Organization

	Total Number of Centers	Number of Returns	Percentage of Returns
Type of Center:			
For-Profit	33	5	15%
Non-Profit, Agency Affiliated	24	15	63%
Non-Profit, Church Related	31	10	32%
Non-Profit, Independent	14	11	79%

Of those centers which were agency affiliated, 6 were with the Department of Social Services, 2 with the Urban Services Agency, 2 with multi-purpose centers, and 1 each with Head Start, a hospital, a union, the Social Security Administration, and the Salvation Army.

Descriptions of Centers Whose Directors Returned Questionnaires

Table 2 gives descriptive information on the centers whose directors returned their questionnaires.

The reader should note that the median enrollment capacity for all 102 centers is 35 children.

Table 2

Returned Questionnaires According to Capacity Enrollment and Organization of Center

	Total Number	Percentage
Enrollment Capacity (Median = 35)		
At or less than 35	12	29%
More than 35	29	71%
Totals	41	100%
Center Organization		
For-Profit	5	12%
Non-Profit, Agency Affiliated	15	37%
Non-Profit, Church Related	10	24%
Non-Profit, Independent	11	27%
Totals	41	100%

Descriptions of Centers Whose Directors Did Not Return Questionnaires

Table 3 provides information on the centers whose directors did not return their questionnaires.

Table 3

Unreturned Questionnaires According to Capacity Enrollment and Organization of Center

	Total Number	Percentage
Enrollment Capacity (Median = 35)		
At or less than 35	40	66%
More than 35	21	34%
Totals	61	100%
Center Organization		
For-Profit	28	46%
Non-Profit, Agency Affiliated	9	15%
Non-Profit, Church Related	21	34%
Non-Profit, Independent	3	5%
Totals	61	100%

RESULTS

Support Staff at Centers

Center directors were asked to identify the job titles of support personnel or volunteers (other than teaching, food service, & janitorial), either on-site or in a central office. As becomes apparent, many of these personnel assume responsibility - complete or shared - for business and administrative tasks. The results of Question A - 3 are shown below.

Table 4

Support Personnel Available According to Center Organization

	Type of Center			
	For-Profit	Non-Profit Agency Affiliated	Non-Profit Church Related	Non-Profit Independent
	N=5	N=15	N=10	N=11
Job Title				
Secretary	0	14	3	5
Bookeeper	1	3	5	7
Social Worker or Community Aide	0	11	1	3
Assistant Director or Administrative Asst.	2	5	0	1
Administrator, Chief, or Executive Director	0	14	1	5
Co-Director	0	0	0	2
Treasurer or Accountant	0	1	1	0
Business Administrator	0	0	0	1
No Support Staff	3	0	4	1

Profiles of Center Directors

Information regarding center directors requested in the questionnaire included the educational level achieved by directors, the major subject studied, the previous work experience, and if the director also had teaching responsibilities. The compiled results, according to crganization of the center, are presented in Tables 5, 6, 7, and 8.

Table 5

Educational Level Achieved by Directors

	Type of Center			
	For-Profit	Non-Profit Agency Affiliated	Non-Profit Church Related	Non-Profit Independent
Level Achieved				
Some College	1	1	0	1
Associate Degree	0	0	1	0
Bachelor's Degree	3	7	8	9
Master's Degree	1	7	1	1

Table 6

Major Subject Studied by Directors

	Type of Center			
	For-Profit	Non-Profit Agency Affiliated	Non-Profit Church Related	Non-Profit Independent
Major Subject				
Early Childhood Educ. or Child Devel.	3	5	3	8
Elementary Educ.	0	4	1	1
Other Educ.	0	2	2	1
Nursing	1	0	0	0
Sociology	0	1	1	0
Psychology	0	0	3	1
Health Care Admin.	0	1	0	0
English	0	1	0	0
Unknown	1	1	0	0

It should be reported that several directors mentioned that they were taking graduate level courses, particularly in Early Childhood Education.

Table 7

Previous Work Experience of Directors

	Type of Center			
	For-Profit	Non-Profit Agency Affiliated	Non-Profit Church Related	Non-Profit Independent
Type of Experience				
Teaching	4	13	9	11
Social Work	0	3	2	1
Business	2	0	1	2
Nursing	1	0	0	1
Counseling	0	1	0	0
Hospital Admin.	0	1	0	0

The reader should be aware that some directors reported work experience in more than one field.

Table 8

Directors Who Reported Having Teaching Responsibility

	For-Profit	Non-Profit Agency Affiliated	Non-Profit Church Related	Non-Profit Independent
Have Teaching Responsibility	4	3	5	8
Total Number Reporting	5	15	10	11

Management Tasks Performed

The questionnaire listed 21 business and management tasks and asked directors to identify who performs the task at his/her center. As is apparent in Table 9, the median number of tasks performed by directors is 15, or 71% of the 21 tasks listed.

Table 9

Total Number of Management Tasks Performed by Directors

	Type of Center				
	For-Profit	Non-Profit Agency Affiliated	Non-Profit Church Related	Non-Profit Independent	Total
Number of Tasks Performed:					
0 - 5	0	1	0	1	2
6 - 10	1	9	1	2	13
11 - 15	0	2	3	0	5
16 - 21	4	3	6	8	21
Total	5	15	10	11	41

Table 10 indicates who assumes responsibility for each of the 21 tasks listed on the questionnaire. The number of directors who reported performance of the task is given, as well as the number of support personnel who perform the task. The reader should realize that some tasks are shared by 2 or even 3 individuals. For more detail on the tasks performed by support personnel, the reader is referred to the Appendix where results of the questionnaire are given.

In addition to the 21 tasks listed on the questionnaire, one director added a task which the author deemed related to management. That added task is responsibility for relations with the lessor of the center building.

Table 10

Responsibility for Particular Management Tasks Assumed by the Director or Other Personnel

Management Task	Directors Assuming Responsibility	Other Personnel Assuming Responsibility
1. Keeps the center's account books	21	39
2. Collects fees from parents	24	32
3. Prepares and/or signs payment vouchers	22	32
4. Prepares and/or signs checks	15	34
5. Prepares the payroll	15	38
6. Prepares the operating budget	25	28
7. Does the banking	20	24
8. Places orders for supplies and equipment	37	18
9. Solicits bids and quotations	27	22
10. Keeps inventory records	24	26
11. Schedules building maintenance	32	14
12. Recruits staff	35	15
13. Selects staff members	38	17
14. Has authority to dismiss staff	30	19
15. Maintains personnel records	35	19
16. Relates to board of directors	26	15
17. Keeps records for other agencies	24	22
18. Prepares reports for a governing or regulatory body	27	20
19. Arranges for insurance	18	30
20. Responsible for legal matters	17	26
21. Responsible for adherence to licensing standards	38	13

Management Training

The final item on the questionnaire concerned the management training experiences and needs of center directors. They were asked to indicate those general management areas in which they had had training, and those in which they would like to have training. Table 11 presents both the numbers of directors who checked each item, and the percentage of the 41 respondents.

Table 11

Management Training Experiences and Needs of Directors

	Have had training in this area		Would like to have training in this area	
	Number	Percentage	Number	Percentage
Type of Training				
Financial Management	10	24%	29	71%
Management of Supplies and Equipment	16	39%	17	41%
Personnel Management	25	61%	16	39%
Legal Matters	7	17%	26	63%
Relationships with Boards and Agencies	14	34%	18	44%

Comments

Very few directors (5) made additional comments. As they do not relate directly to business management tasks, the reader is referred to the Appendix for that information.

Chapter 5

CONCLUSIONS

DETERMINATION

The conclusions drawn by the author are based on the tabulated answers to questions on the questionnaire made by the 41 responding directors.

PREPARATION FOR THE PERFORMANCE OF MANAGEMENT TASKS

Educational Majors

Of the 41 responding directors, only two reported having studied any type of administration as a major college subject. One studied health care administration, and the other day care administration in addition to elementary education. The 39 remaining directors studied mostly education and social sciences. These results are reported in Table 6.

Previous Work Experience.

Only 5 directors reported having experience in the general field of business. One has experience in hospital administration.

As was suspected, the majority (37) of the directors reported having had teaching experience.

Management Training Experiences

With the exception of personnel management, few directors reported having had training in the general field of management. The following results are taken from Table 11:

a. 61% have had training in personnel management,
b. 39% have had training in the management of supplies and equipment,
c. 34% have had training in relationships with boards and agencies,
d. 24% have had training in financial management,
e. 17% have had training in legal matters.

Conclusion

The author concludes that directors have had inadequate education, experience, and training for the performance of business tasks related to their jobs.

LACK OF SUPPORT PERSONNEL

Availability

Availability of support personnel varied greatly according to the organization of centers. Table 4 reveals there are no support personnel at 3 out of 5 for-profit centers, at 4 out of 10 non-profit, church related centers, and at 1 of the 11 non-profit, independent centers. At the other extreme, centers with an agency affiliation seem to have an adequate number of support personnel - 14 out of 15 reported having both a secretary and an administrator.

Conclusion

The availability of support personnel depends largely on the organization of the center. This takes on greater

importance when one compares the number of management tasks performed by the directors at the different types of centers.

NUMBER OF MANAGEMENT TASKS PERFORMED BY DIRECTORS

Number of Tasks Performed

The questionnaire listed 21 business related tasks which directors may perform. From the responding directors, the author has determined that the median number of tasks performed is actually 15 or 71% of the total 21.

A review of Table 9 reveals that the number of tasks performed varies greatly according to the organization of the center. A full 80% of the directors of for-profit centers, 60% of those from church related centers, and 73% of those from independent centers perform more than the median number of tasks.

In contrast, only 20% of the directors of agency affiliated centers perform more than the median number of tasks. The reader is reminded that these same directors reported having a more adequate number of support personnel.

Conclusion

As with the availability of support personnel, the number of tasks performed by directors varies according to the organization of the center. Furthermore, those centers (agency affiliated) with the larger number of support personnel are the same at which the directors perform fewer management tasks. Likewise, the for-profit centers report the smallest number of support staff with the directors

performing the greatest number of management tasks.

DESIRABILITY OF MANAGEMENT TRAINING

Not surprisingly, the directors requested training in those areas of management in which they have had the least amount of training - financial management and legal matters. Results from Table 11 are reported below:

a. 71% would like to have training in financial management,
b. 63% would like to have training in legal matters,
c. 44% would like to have training in board and agency relationships,
d. 41% would like training in the management of supplies and equipment,
e. 39% would like training in personnel management.

SUMMARY

The 41 reporting directors have shown that:

a. they have had little education, experience, or training for the business aspects of their jobs,
b. they must perform a large number of business management tasks,
c. they would like to have training in management related areas.

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Northwest Community Day Care Center

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APPENDIX A

Barbara Dent
Director

September 28, 1977

Dear Director,

A few directors, who are rather new at their jobs, have met recently with Brenda Coakley of the Health Department to discuss common problems. One area of concern which most of us share is how to develop management skills so that our Centers may operate more smoothly and economically. I am writing to you today to determine if you share this need, and would be interested in some sort of training to develop these skills.

The following survey will help us greatly in determining what sort of training would be of interest to the largest number of directors. We would greatly appreciate it if you would take a couple of minutes to answer the questions and return the form to me at the above address by Friday, October 14, 1977. If you have any questions, please call me at 542-6613

Thank you for your interest,

Barbara Dent

Barbara Dent, Chairperson

Ad Hoc Management Training Committee

(over)

Northwest Baltimore Corporation

PETER J. SOMMER
PRESIDENT

LORENZO C. HANDY
EXECUTIVE DIRECTOR

Funded by:
Urban Services Agency of Baltimore City

SURVEY

Do you share our desire to obtain training in the area of management?

yes 31 no 7

Would you like to receive college credit for such training?

not necessarily 12 yes - graduate credit 20 yes - undergraduate credit ___

post graduate credit - 1

Please circle those topics which are of interest to you?

budgeting 19	purchasing 12	affirmative action 8
financial management 20	personnel management 20	proposal writing 16
inventory control 7	personnel records 12	management by objectives 10
time management 12	insurance & legalities 16	

other (specify) accreditation - 1 ; public relations - 1; social work - 1; general management - 2; parent relations - 1; in-service training - 1

What schedule would you prefer? weekdays 22 evenings 8 weekends 4

a few days in a row 5 one a week 12 once a month 10 other ___

twice a month - 2 ; anytime - 1

How much would you be willing to pay for a course, if necessary?

less than $25.00 11 approximate college credit rates 12

other less than $50 - 1; whatever is necessary - 4; depends - 1

Other comments/suggestions/reactions Seminar/workshop format; credits transferable; manageable group size; involve Maryland Council for Day Care.

Your Name: ___

Center Name: ___

Address: ___

Phone: ___

BEST COPY AVAILABLE

A. Center Description

1. What is the licensed enrollment capacity of the center? _____

2. Organization (check off as applicable)

a. ☐ non-profit or ☐ for profit

b. ☐ independent or ☐ agency affiliated

If agency affiliated, please identify:

☐ Dept. of Social Services operated
☐ Urban Services Day Care
☐ Head Start
☐ multi-purpose center or other "umbrella" agency
☐ other - please identify: _____

3. Support Staff (other than teaching, food service, & janitorial)
Please identify paid or volunteer personnel, either on-site or in agency office.

☐ Secretary
☐ Bookeeper
☐ Social Worker or Community Aide
☐ Assistant Director, Administrative Assistant
☐ Administrator, Executive Director, Chief (or other to whom you report)
☐ other - please specify: _____

B. Center Director

1. Educational Background (check off highest level achieved)

☐ some college
☐ Associate of Arts
☐ Bachelor of Arts/Science
☐ Master of Arts/Science
☐ other - please specify: _____

Please state major subject studied: _____

2. Previous Work Experience

☐ Teaching
☐ Social Work
☐ Nursing
☐ Home Economics
☐ Business
☐ other - please specify: _____

3. Are you a teaching-director? ☐ yes ☐ no

A. Management Tasks Performed

Please identify, by checking the appropriate column, the staff or volunteer person who performs each of the following tasks. If the responsibility is shared, check off in all columns which apply. If you use the "other" column, write in the job title of the person who performs the task.

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
1. Keeps the center's account books						
2. Collects fees from parents						
3. Prepares and/or signs vouchers for payment of bills						
4. Prepares and/or signs checks for payment of bills						
5. Prepares the payroll						
6. Prepares the operating budget						
7. Does the banking						
8. Places orders for equipment and supplies with the firms involved						
9. Solicits bids and quotations for goods and services						
10. Keeps inventory records						
11. Schedules building maintenance						
12. Recruits for staff positions						
13. Selects staff members						
14. Has authority to dismiss staff						
15. Maintains personnel records						
16. Relates to a board of directors						
17. Keeps records for other agencies						
18. Prepares reports for a governing or regulatory body						

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
19. Arranges for insurance coverage						
20. Is responsible for legal matters						
21. Is responsible for adherence to licensing standards						
22. Other:						
23. Other:						

B. Management Training of Director (check off in applicable column)

Type of Training	Have had training in this area	Would like to have training in this area
1. Financial Management		
2. Management of Equipment and Supplies		
3. Personnel Management		
4. Legal Matters		
5. Relationships with Boards & Regulatory Agencies		

C. Comments - Please use this section to provide additional information or express concerns or opinions regarding management of day care centers:

_____

_____ (over)

D. Check here if you would like to receive a summary of the questionnaire results: ☐

E. Please identify your center: _____

THANK YOU FOR YOUR TIME AND ASSISTANCE!!!

October 23, 1978

Dear Child Care Center Director,

Perhaps you recall that, about a year ago, in informal survey was conducted to determine the management and administration training needs of day care center directors. As a result, the topics which were of common interest were discussed during the "Day Care Administration and Supervision" seminar taught by Cynthia Jones of Trinity College last November.

Over the months, my interest in this area has grown. As a graduate student at Towson State University in Early Childhood Education, I have chosen this as the topic of a seminar project.

Once again, I am seeking your assistance. I have enclosed a questionnaire which I'd very much appreciate your completing. It is rather brief, and requires mostly simple check-off answers. I've included a self-addressed stamped envelope so you can easily return the questionnaire to me. Won't you take a few minutes to complete it while you have it in hand?

As you will see, the survey is limited to business and administration tasks. It does not include topics such as curriculum planning and parent involvement. It is my hope that the survey results will have an impact on the content of day care administration courses and training opportunities in the Baltimore area.

Would you please return the questionnaire by November 6? In advance, I'd like to express my appreciation for your cooperation. Should you have any questions, please call me at 235-3370.

With sincere thanks,

Barbara Dent

Barbara Dent

P.S.- The next meeting of the Md. Assoc. of Child Development Directors will be on Thursday, November 16. Hope you'll join us!

A. Management Tasks Performed

GRAND TOTALS - ALL RESPONDENTS - N=41

Please identify, by checking the appropriate column, the staff or volunteer person who performs each of the following tasks. If the responsibility is shared, check off in all columns which apply. If you use the "other" column, write in the job title of the person who performs the task.

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
1. Keeps the center's account books	21	9	15	0	6	9
2. Collects fees from parents	24	9	6	1	5	11
3. Prepares and/or signs vouchers for payment of bills	22	6	6	1	9	10
4. Prepares and/or signs checks for payment of bills	15	4	11	0	7	12
5. Prepares the payroll	15	7	13	0	5	13
6. Prepares the operating budget	25	2	4	0	15	7
7. Does the banking	20	5	6	0	6	7
8. Places orders for equipment and supplies with the firms involved	37	5	3	2	3	5
9. Solicits bids and quotations for goods and services	27	3	2	0	8	9
10. Keeps inventory records	24	11	1	1	5	8
11. Schedules building maintenance	32	3	0	0	5	6
12. Recruits for staff positions	35	0	0	1	10	4
13. Selects staff members	38	0	0	2	9	6
14. Has authority to dismiss staff	30	0	0	0	9	10
15. Maintains personnel records	35	5	0	1	8	5
16. Relates to a board of directors	26	0	0	1	11	3
17. Keeps records for other agencies	24	6	0	0	10	6
18. Prepares reports for a governing or regulatory body	27	4	0	0	14	2

GRAND TOTALS - ALL RESPONDENTS - N=41

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
19. Arranges for insurance coverage	18	3	1	2	13	11
20. Is responsible for legal matters	17	0	0	1	15	10
21. Is responsible for adherence to licensing standards	38	0	0	1	11	1
22. Other: Relations with Lessor	1	0	0	0	1	1
23. Other:						

B. Management Training of Director (check off in applicable column)

Type of Training	Have had training in this area		Would like to have training in this area	
	Number	Percentage	Number	Percentage
1. Financial Management	10	24%	29	71%
2. Management of Equipment and Supplies	16	39%	17	41%
3. Personnel Management	25	61%	16	39%
4. Legal Matters	7	17%	26	63%
5. Relationships with Boards & Regulatory Agencies	14	34%	18	44%

C. Comments - Please use this section to provide additional information or express concerns or opinions regarding management of day care centers:

(over)

D. Check here if you would like to receive a summary of the questionnaire results: ☐

E. Please identify your center: _____

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THANK YOU FOR YOUR TIME AND ASSISTANCE!!!

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TOTALS - RESPONDENTS FROM FOR-PROFIT CENTERS - N=5

A. Management Tasks Performed

Please identify, by checking the appropriate column, the staff or volunteer person who performs each of the following tasks. If the responsibility is shared, check off in all columns which apply. If you use the "other" column, write in the job title of the person who performs the task.

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
1. Keeps the center's account books	4	0	1	0	0	0
2. Collects fees from parents	5	0	0	1	0	1
3. Prepares and/or signs vouchers for payment of bills	5	0	0	1	0	1
4. Prepares and/or signs checks for payment of bills	5	0	0	0	0	0
5. Prepares the payroll	4	0	0	0	0	1
6. Prepares the operating budget	4	0	0	0	0	0
7. Does the banking	5	0	0	0	0	0
8. Places orders for equipment and supplies with the firms involved	5	0	0	0	0	0
9. Solicits bids and quotations for goods and services	4	0	0	0	0	0
10. Keeps inventory records	5	0	0	1	0	
11. Schedules building maintenance	3	0	0	0	0	1
12. Recruits for staff positions	4	0	0	0	0	0
13. Selects staff members	4	0	0	0	0	0
14. Has authority to dismiss staff	4	0	0	0	0	0
15. Maintains personnel records	5	0	0	0	0	0
16. Relates to a board of directors	3	0	0	0	0	1 Not Applicable
17. Keeps records for other agencies	2	0	0	0	0	1 Not Applicable
18. Prepares reports for a governing or regulatory body	4	0	0	0	0	1

TOTALS - RESPONDENTS FROM FOR-PROFIT CENTERS - N=5

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
19. Arranges for insurance coverage	3	0	0	0	0	1
20. Is responsible for legal matters	3	0	0	0	0	1
21. Is responsible for adherence to licensing standards	4	0	0	1	0	0
22. Other:						
23. Other:						

B. Management Training of Director (check off in applicable column)

Type of Training	Have had training in this area		Would like to have training in this area	
	Number	Percentage	Number	Percentage
1. Financial Management	2	40%	2	40%
2. Management of Equipment and Supplies	3	60%	0	-
3. Personnel Management	3	60%	0	-
4. Legal Matters	3	60%	0	-
5. Relationships with Boards & Regulatory Agencies	2	40%	1	20%

C. Comments - Please use this section to provide additional information or express concerns or opinions regarding management of day care centers:

One respondent feels that proprietary day care is shunned and not given credit for the fine job it does serving children and their families.

One respondent feels that State and local government spend too much time on surveys and problems and not enough on helping Center do a better job.

(over)

D. Check here if you would like to receive a summary of the questionnaire results: ☐

E. Please identify your center: _____

THANK YOU FOR YOUR TIME AND ASSISTANCE!!!

TOTALS - RESPONDENTS FROM NON-PROFIT, AGENCY AFFILIATED CENTERS - N=15

A. Management Tasks Performed

Please identify, by checking the appropriate column, the staff or volunteer person who performs each of the following tasks. If the responsibility is shared, check off in all columns which apply. If you use the "other" column, write in the job title of the person who performs the task.

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
1. Keeps the center's account books	3	6	4	0	3	6
2. Collects fees from parents	3	5	2	0	1	8
3. Prepares and/or signs vouchers for payment of bills	5	4	1	0	5	6
4. Prepares and/or signs checks for payment of bills	2	2	3	0	4	6
5. Prepares the payroll	3	3	2	0	2	10
6. Prepares the operating budget	4	1	0	0	11	2
7. Does the banking	2	4	0	0	3	5
8. Places orders for equipment and supplies with the firms involved	13	4	1	2	0	3
9. Solicits bids and quotations for goods and services	5	1	1	0	4	7
10. Keeps inventory records	7	7	1	0	2	5
11. Schedules building maintenance	14	0	0	0	2	2
12. Recruits for staff positions	11	0	0	1	7	2
13. Selects staff members	14	0	0	2	6	1
14. Has authority to dismiss staff	9	0	0	0	6	3
15. Maintains personnel records	13	2	0	1	5	4
16. Relates to a board of directors	4	0	0	1	7	1
17. Keeps records for other agencies	7	3	0	0	7	3
18. Prepares reports for a governing or regulatory body	6	3	0	0	10	1

TOTALS - RESPONDENTS FROM NON-PROFIT, AGENCY AFFILIATED CENTERS - N=15

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
19. Arranges for insurance coverage	1	1	0	1	8	5
20. Is responsible for legal matters	3	0	0	1	11	5
21. Is responsible for adherence to licensing standards	14	0	0	0	6	0
22. Other:						
23. Other:						

B. Management Training of Director (check off in applicable column)

Type of Training	Have had training in this area		Would like to have training in this area	
	Number	Percentage	Number	Percentage
1. Financial Management	3	20%	10	67%
2. Management of Equipment and Supplies	7	47%	7	47%
3. Personnel Management	12	80%	5	33%
4. Legal Matters	2	13%	10	67%
5. Relationships with Boards & Regulatory Agencies	5	33%	7	47%

C. Comments - Please use this section to provide additional information or express concerns or opinions regarding management of day care centers:

_____

_____ (over)

D. Check here if you would like to receive a summary of the questionnaire results: ☐

E. Please identify your center: _____

THANK YOU FOR YOUR TIME AND ASSISTANCE!!!

TOTALS - RESPONDENTS FROM NON-PROFIT, CHURCH RELATED CENTERS - N=10

A. Management Tasks Performed

Please identify, by checking the appropriate column, the staff or volunteer person who performs each of the following tasks. If the responsibility is shared, check off in all columns which apply. If you use the "other" column, write in the job title of the person who performs the task.

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
1. Keeps the center's account books	7	2	5	0	1	2
2. Collects fees from parents	9	3	3	0	1	0
3. Prepares and/or signs vouchers for payment of bills	4	2	4	0	1	2
4. Prepares and/or signs checks for payment of bills	2	2	4	0	1	5
5. Prepares the payroll	2	2	5	0	1	3
6. Prepares the operating budget	8	1	1	0	1	2
7. Does the banking	6	1	2	0	1	2
8. Places orders for equipment and supplies with the firms involved	10	1	1	0	0	0
9. Solicits bids and quotations for goods and services	9	1	1	0	1	1
10. Keeps inventory records	7	1	0	0	1	2
11. Schedules building maintenance	5	2	0	0	1	3
12. Recruits for staff positions	10	0	0	0	1	1
13. Selects staff members	10	0	0	0	1	3
14. Has authority to dismiss staff	10	0	0	0	1	4
15. Maintains personnel records	8	2	0	0	1	0
16. Relates to a board of directors	10	0	0	0	1	0
17. Keeps records for other agencies	7	2	0	0	1	0
18. Prepares reports for a governing or regulatory body	9	1	0	0	1	0

TOTALS - RESPONDENTS FROM NON-PROFIT, CHURCH RELATED CENTERS - N=10

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
19. Arranges for insurance coverage	7	1	1	0	1	2
20. Is responsible for legal matters	6	0	0	0	1	4
21. Is responsible for adherence to licensing standards	9	0	0	0	1	1
22. Other:						
23. Other:						

B. Management Training of Director (check off in applicable column)

Type of Training	Have had training in this area		Would like to have training in this area	
	Number	Percentage	Number	Percentage
1. Financial Management	4	40%	9	90%
2. Management of Equipment and Supplies	4	40%	6	60%
3. Personnel Management	6	60%	7	70%
4. Legal Matters	1	10%	10	100%
5. Relationships with Boards & Regulatory Agencies	5	50%	6	60%

C. Comments - Please use this section to provide additional information or express concerns or opinions regarding management of day care centers:

_____

_____ (over)

D. Check here if you would like to receive a summary of the questionnaire results: ☐

E. Please identify your center: _____

THANK YOU FOR YOUR TIME AND ASSISTANCE!!!

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TOTALS - RESPONDENTS FROM NON-PROFIT, INDEPENDENT CENTERS - N=11

A. Management Tasks Performed

Please identify, by checking the appropriate column, the staff or volunteer person who performs each of the following tasks. If the responsibility is shared, check off in all columns which apply. If you use the "other" column, write in the job title of the person who performs the task.

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
1. Keeps the center's account books	7	1	5	0	2	1
2. Collects fees from parents	7	1	1	0	3	5
3. Prepares and/or signs vouchers for payment of bills	8	0	1	0	3	1
4. Prepares and/or signs checks for payment of bills	6	0	4	0	2	1
5. Prepares the payroll	6	2	6	0	2	0
6. Prepares the operating budget	9	0	3	0	3	3
7. Does the banking	7	0	4	0	2	2
8. Places orders for equipment and supplies with the firms involved	9	0	1	0	3	2
9. Solicits bids and quotations for goods and services	9	1	0	0	3	1
10. Keeps inventory records	5	3	0	0	2	1
11. Schedules building maintenance	10	1	0	0	2	0
12. Recruits for staff positions	10	0	0	0	2	1
13. Selects staff members	10	0	0	0	2	3
14. Has authority to dismiss staff	7	0	0	0	2	4
15. Maintains personnel records	9	1	0	0	2	1
16. Relates to a board of directors	9	0	1	0	3	2
17. Keeps records for other agencies	8	1	1	0	2	3
18. Prepares reports for a governing or regulatory body	8	0	1	0	3	0

TOTALS - RESPONDENTS FROM NON-PROFIT, INDEPENDENT CENTERS - N=11

Management Task	Center Director	Secretary	Bookeeper	Assistant Director	Administrator	Other
19. Arranges for insurance coverage	7	1	0	1	4	0
20. Is responsible for legal matters	5	0	0	0	3	4
21. Is responsible for adherence to licensing standards	11	0	0	0	4	0
22. Other: Relations with Lessor	1	0	0	0	1	1
23. Other:						

B. Management Training of Director (check off in applicable column)

Type of Training	Have had training in this area		Would like to have training in this area	
	Number	Percentage	Number	Percentage
1. Financial Management	1	9%	8	73%
2. Management of Equipment and Supplies	2	18%	4	36%
3. Personnel Management	4	36%	4	36%
4. Legal Matters	1	9%	6	55%
5. Relationships with Boards & Regulatory Agencies	2	18%	4	36%

C. Comments - Please use this section to provide additional information or express concerns or opinions regarding management of day care centers:

One respondent expressed concern with the regulations from the Departments of Health & Education.
One respondent (a teaching-director) reported that many responsibilities are shared by other staff.
One respondent requested more than single workshops in each area.

(over)

D. Check here if you would like to receive a summary of the questionnaire results: ☐

E. Please identify your center: _____

THANK YOU FOR YOUR TIME AND ASSISTANCE!!!